



Construction and Standardization of Personality Rating scale for Secondary School students

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1. Introduction

Personality is likely to share common development roots, and examining the personality correlates of Self-Concept across the life span might provide insight into the nature of its development. Personality has been found to be associated with Self-Concept. Bernaras studies go participants and found that high extraversion was associated with high Self-Concept, hence implying that interval factors too such as personality traits can be associated with levels of Self-Concept.

A study of self-Concept in 10 industrialized countries showed that the majority of teenagers had an optimistic outlook on life, a positive attitude towards school and work and faith on their ability to cope with life's problems (Offer,1988). Little is known about the connection between the adjustment of children, but the researcher find it necessary to provide attention towards the four areas of adjustment (health, family, social and emotional) of children and its connection with self-Concept. Because self-Concept is so powerfully related to behavior, researchers have been intensely interested in finding out which social influences cause it to be high for some children and low for others. If ways can be found to improve children's sense of self-worth, then many aspects of child development might be enhanced as well.

2. Aim of the Project

Every research work is based on certain objectives because without objectives one cannot get idea to plan his work. The objectives of a research project summarize what is to be achieved by the study, to find out the status/level of Personality secondary school students of Uttar Pradesh .

1. To study the construct and standardize Personality Rating Scale for students of secondary school students of Uttar Pradesh .
2. To study the study the personality of students of secondary school students of Uttar Pradesh with reference to gender.

3. Conceptual Framework

A brief review of some of the investigations concerning personality characteristics reveals that more researchers studied the role of Self-Concept on shyness, academic on the academic achievement among the high school students. Not only psychologists but also sociologists and educationalists have evinced lot of interest in identifying the variables that contribute to academic performance among high school students.

This is the first study which concentrates on the impact of the Self-Concept on personality and adjustment of the urban and the rural area's Gujarati medium's male and female students. In this research the relationship between Personality has been studied. If a significant relation exists between the said variables, various existing problems related Personality of adolescents can be eradicated. The results of the study would help to find out the degree/level of Personality among students studying in the Secondary school with reference to variables of gender, habitat and caste of the students. The results would also helpful to understand the factors responsible for Personality. This study will be

helps them to understand various dimensions of adjustment and Self-Concept to develop their personality and find out ways and means to be well adjusted persons. The study would help the administrator and government to create a congenial atmosphere in the institutions which would benefit both the side. Bringing into consideration the prevailing adjustment, personality related problems of adolescents in the education system; this study is of great importance in the following ways:

1. The study will be helpful in comprehending the relationship among Personality.
2. The study will be helpful to bring about the awareness for the education system of the intensity of the adjustment problems faced by the adolescents.
3. The study will enables the students to have a better personality.
4. The study will be helpful to students to have better performance at school.
5. The study will be useful for great importance for school administrators, teachers and parents to identify the major Personality problems of adolescents and thus they can prepare themselves to be positive counselors to the teenagers at the crossroads.

4. Population and Sample

For the present study all the students of the Secondary School, Higher Secondary School of Uttar Pradesh following Uttar Pradesh Secondary and Higher Secondary Board syllabus were considered as the population of the study. Gender, habitat, Class of Students, Academic career, development environment, family income and caste Secondary school of students, with reference to Personality were considered in the sampling as the base with stratified Random sampling technique. According to Higher Education, total number of the schools of the Uttar Pradesh is stated as follows. All the students of the secondary schools were considered as the population of the study.

Table :1 Class-wise, Gender-wise and Habitat-wise total sample of the study

SAMPLE	STD-9				STD-10				TOTAL	TOTAL
	MALE		FEMALE		MALE		FEMALE			
	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL		
TOTAL	1730	4220	1730	4220	1730	4220	1730	4220	23800	23800
MALE	1730	4220			1730	4220			11900	23800
FEMALE			1730	4220			1730	4220	11900	
URBAN	1730		1730		1730		1730		6920	23800
RURAL		4220		4220		4220		4220	16880	
STD-9	1730	4220	1730	4220					11900	23800
STD-10					1730	4220	1730	4220	11900	

5. Research Methodology

To lead the research in education, there are many areas available for selection. Before conducting the study of research, the investigator adopts on the area of research, which is related to the problem of the study. Present study deals with psychology of education as well as it are also related to the area of measurement and evaluation.

6. Method of research

Present research is basically survey type of the research.

6.1 Data collection

Secondary schools from the Uttar Pradesh were divided into four zones and among them selected schools were applied to the research purpose. Qualified research staff were selected and trading as well as workshop for the tool administration and other necessary suggestions and treatments were

given them to the six field investigator of the project and finally letter were posted to the principal of the selected secondary schools and data were collected by direct method. Well qualified and trained staff was organized for the data collection as well as data analysis.

7. Data Analysis and Interpretation

Statistical techniques with reference to data were analyzed according to the variable of Gender/habitat/caste/Class and different variables of students of secondary schools well as data were analyzed by using, mean, median, mode, SD, skewness, kurtosis, ANOVA, t-test and correlation statistical techniques for the present research it were carried out and discussed. In this present research, Final try out of tools, data analysis of collected information and its interpretation, level of Personality Rating Scale were administer. Normal probability with reference to Skewness and Kurtosis, significance of the hypothesis, correlation between Personality Rating scale were carried out and Norm's establishment were discussed as the variable's significance. Reliability and Validity of the Personality Rating Scale were carried out for the Standardization of the selected tools.

8. Delimitation of the study

The scope of the present study is selected very extensive with reference to characteristics of Personality of secondary school students, research were delimited the limits of the study are given as follows.

- Present study is delimited to the only secondary school students from the Uttar Pradesh.
- Present study is delimited to the only secondary school students, who are studying regularly during the year of January 2016 to May, 2017, with reference to preparation of tools in Hindi Medium only.
- Present study is delimited to research area study with the help of tools of the Personality Rating Scale

9. Major findings of the study

Skewness of Personality-rating scale

Gender-wise skewness of Personality-rating with reference to different variable is given as follows.

Table No: Gender-wise skewness of Personality-rating scale

SR	NAME OF GROUP	N	MEAN	SD	MDN	SK	C.R.-SK
1	URBAN-MALE	3460	263.15	33.87	263	0.01	1.51
2	URBAN-FEMALE	3460	260.8	33.56	261	-0.02	-2.03
3	RURAL-MALE	8440	257.82	33.18	258	-0.02	-2.88
4	RURAL-FEMALE	8440	262.2	33.75	262	0.02	3.15
5	MALE-STD-9	5950	255.67	32.9	256	-0.03	-4.48
6	FEMALE-STD-9	5950	258.14	33.22	258	0.01	1.88
7	MALE-STD-10	5950	263.07	33.86	263	0.01	0.92
8	FEMALE-STD-10	5950	265.44	34.16	265	0.04	5.75
9	MALE-URBAN-STD-9	1730	260.83	33.57	261	-0.02	-1.22
10	FEMALE-URBAN-STD-9	1730	258.81	33.31	259	-0.02	-1.37
11	MALE-RURAL-STD-9	4220	253.55	32.63	254	-0.04	-5.18
12	FEMALE-RURAL-STD-9	4220	257.87	33.19	258	-0.01	-1.47
13	MALE-URBAN-STD-10	1730	265.47	34.17	265	0.04	3.31
14	FEMALE-URBAN-STD-10	1730	262.78	33.82	263	-0.02	-1.57
15	MALE-RURAL-STD-10	4220	262.08	33.73	262	0.01	0.89
16	FEMALE-RURAL-STD-10	4220	266.54	34.3	267	-0.04	-5.04
17	MALE	11900	259.37	33.38	259	0.03	7
18	FEMALE	11900	261.79	33.69	262	-0.02	-3.93

From the above table no 3.14, it has been seen that Skew-ness value of 0.01, -0.02, -0.02, 0.02, -0.03, 0.01, 0.01, -0.02, -0.02, -0.04, -0.01, 0.04, -0.02, 0.01, -0.04, 0.03 and -0.02 respectively on the group of Urban male, Urban female, Rural male, Rural female, Male-std-9, Female std-9, Male-std-10, Female std-10, Male-urban-std-9, Female-urban-std-9, Male-rural-std-9, Female-rural-std-9, Male-urban-std-10, Female-urban-std-10, Male-rural-std-10, Female-rural-std-10, Male and Female students of secondary school on the Personality Rating Scale.

Positively skewed (median<mean) samples value of 0.01, 0.02, 0.01, 0.01, 0.04, 0.01, and 0.03 respectively on the group of Urban male, Rural female, Female std-9, Male-std-10, Female std-10 and Male students of secondary school on the Personality Rating Scale (mean<median) Negatively Skewed. It is also noted that the Value of Skew-ness is found very near to Zero. Hence it can be said that the frequency distribution of the present sample are normal and in normal probability curve. Critical ratio of above samples of Rural female, Male-std-9, Female std-10, Male-urban-std-10 Female-rural-std-10 and Female (C.R.sk >2.58), which state that the frequency distribution is significant. It is also noted that the difference between value of the mean and median is very less and the value of the skew ness is near to value of zero, so the frequency distribution of the score on Personality Rating Scale for above stated sample of secondary school Students are found normal in nature.

10. Kurtosis of frequency distribution

In a normal distribution the mean equals Value of Kurtosis is 0.263. When Value of Kurtosis is 0.263, the curve is known as Messo Kurtosis. When Value of Kurtosis is greater than 0.263, the curve is known as platy Kurtosis When Value of Kurtosis is less than 0.263, the curve is known as Lepto Kurtosis

11. Kurtosis of Personality-rating scale

Gender-wise Kurtosis of Personality-rating with reference to different variable is given as follows.

Table :2 Gender-wise Kurtosis of Personality-rating scale

SR.	GROUP	N	MEAN	KU	C.R.-KU
1	URBAN-MALE	3460	263.15	0.269	1.225
2	URBAN-FEMALE	3460	260.8	0.268	1.116
3	RURAL-MALE	8440	257.82	0.269	1.946
4	RURAL-FEMALE	8440	262.2	0.268	1.545
5	MALE-STD-9	5950	255.67	0.261	-0.517
6	FEMALE-STD-9	5950	258.14	0.266	0.703
7	MALE-STD-10	5950	263.07	0.275	3.155
8	FEMALE-STD-10	5950	265.44	0.271	2.217
9	MALE-URBAN-STD-9	1730	260.83	0.267	0.511
10	FEMALE-URBAN-STD-9	1730	258.81	0.266	0.482
11	MALE-RURAL-STD-9	4220	253.55	0.265	0.334
12	FEMALE-RURAL-STD-9	4220	257.87	0.263	0.058
13	MALE-URBAN-STD-10	1730	265.47	0.271	1.221
14	FEMALE-URBAN-STD-10	1730	262.78	0.271	1.094
15	MALE-RURAL-STD-10	4220	262.08	0.274	2.416
16	FEMALE-RURAL-STD-10	4220	266.54	0.272	2.129
17	MALE	11900	259.37	0.265	0.754
18	FEMALE	11900	261.79	0.269	2.47

From the above Table no: 3.17, it is evident that the Kurtosis of the Urban male, Urban female, Rural male, Rural female, Male-std-9, Female std-9, Male-std-10, Female std-10, Male-urban-std-9, Female-urban-std-9, Male-rural-std-9, Female-rural-std-9, Male-urban-std-10, Female-urban-std-10, Male-rural-std-10, Female-rural-std-10, Male and Female sample 0.269, 0.268, 0.269, 0.268, 0.261, 0.266, 0.275, 0.271, 0.267, 0.266, 0.265, 0.263, 0.271, 0.271, 0.274, 0.272, 0.265, 0.269 respectively on the total sample of Secondary school Students on Personality Rating Scale, which are near the value of 0.263.

Messo Kurtosis ($Ku=0.263$) find on the sample of the male-std-10 and female-urban-std-10.

12. Hypothesis 01, its Observation & conclusion

There will be no significant difference between mean score of urban-male secondary school students and mean score of urban-female secondary school students on Personality rating scale.

From the above Table No: 4.20, it is evident that mean score and Class deviation of urban-male secondary school students were found 263.15 and 33.87 respectively on Personality rating scale while mean score and Class deviation of urban-female secondary school students were found 260.80 and 33.56 respectively on Personality rating scale. Calculated t-value is found 2.90, which is significant at 0.01 level of significance and it can be conclude that mean score of urban-male secondary school students was found significantly higher than the mean score of urban-female secondary school students on Personality rating scale. So hypothesis-01 is rejected at 0.01 level of significance.

From the above discussion, it can be conclude that Personality of urban-male secondary school students was found significantly higher than the Personality of urban-female secondary school students.

13. Hypothesis 02, its Observation & conclusion

There will be no significant difference between mean score of rural-male secondary school students and mean score of rural-female secondary school students on Personality rating scale.

From the above Table No: 4.20, it is evident that mean score and Class deviation of rural-male secondary school students were found 257.82 and 33.18 respectively on Personality rating scale while mean score and Class deviation of rural-female secondary school students were found 262.2 and 33.75 respectively on Personality rating scale. Calculated t-value is found 8.42, which is significant at 0.01 level of significance and it can be conclude that mean score of rural-female secondary school students was found significantly higher than the mean score of rural-male secondary school students on Personality rating scale. So Hypothesis-02 is rejected at 0.01 level of significance.

From the above discussion, it can be conclude that Personality of rural-female secondary school students was found significantly higher than the Personality of rural-male secondary school students.

14. Hypothesis 03, its Observation & conclusion

There will be no significant difference between mean score of male-std-9 secondary school students and mean score of female-std-9 secondary school students on Personality rating scale.

From the above Table No: 4.20, it is evident that mean score and Class deviation of male-std-9 secondary school students were found 218.40 and 28.11 respectively on Personality rating scale while mean score and Class deviation of female-std-9 secondary school students were found 255.67 and 258.14 respectively on Personality rating scale. Calculated t-value is found 4.05, which is significant at 0.01 level of significance and it can be conclude that mean score of male-std-9 secondary school students was found significantly higher than the mean score of female-std-9 secondary school students on Personality rating scale. So hypothesis-03 is rejected at 0.01 level of significance.

From the above discussion, it can be conclude that Personality of male-std-9 secondary school students was found significantly higher than the Personality of female-std-9 secondary school students.

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